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ABSTRACT

Designed to provide the academic departments at California's Chabot College with information on state matriculation and academic standards, this handbook provides information on procedures for establishing course prerequisites and corequisites, as well as background information on conducting content reviews, course research, and assessments of student skills. The first section presents an overview of the procedures for establishing prerequisites and corequisites, while the second provides a table summarizing the level of review necessary for 11 types of requisites. The content review process is described next, focusing on the purposes and goals of the review and including a prerequisite skills matrix form and a sample course outline for a chemistry course. The next section summarizes the purposes and procedures for conducting research to establish requisites, while the following section presents sample forms for the following purposes: (1) justification of an equivalent prerequisite and corequisite at University of California and California State University campuses; (2) request for research data collection; (3) establishment of prerequisites and corequisites due to health and safety concerns; and (4) justification of course enrollment limits. The final sections discuss the assessment of student skill levels and general questions and answers about prerequisites. (TGI)

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ED 393 513

ESTABLISHING PREREQUISITES AND COREQUISITES

A GUIDE FOR DEPARTMENTS

Prepared by:

Office of Matriculation/Academic Standards and Office of Institutional Research at Chabot College

January 1995

CHABOT COLLEGE **LAS POSITAS COLLEGE**

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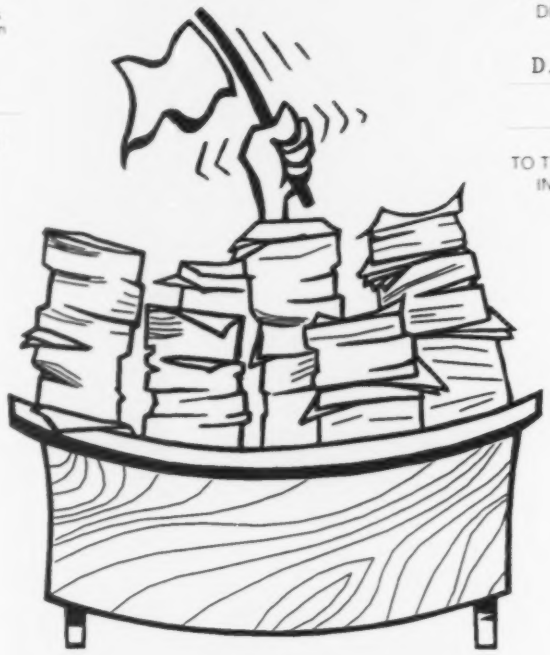

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CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

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This document has been prepared for the use of Chabot and Las Positas College Staff and students. Others are welcome to reproduce this material, all or in part, for educational purposes. When doing so, it is expected that acknowledgement will be given to Chabot and Las Positas Colleges for developing the contents of this report.

ESTABLISHING PREREQUISITES AND COREQUISITES

A GUIDE FOR DEPARTMENTS

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REQUIRED PROCEDURES TO ESTABLISH PREREQUISITES AND COREQUISITES

Overview

1. Determine type of prerequisite or corequisite desired for course or program and required level(s) of scrutiny.

   (see Page 2: LEVELS OF SCRUTINY REQUIRED FOR PREREQUISITES/COREQUISITES)

2. For course or program prerequisites that require content review, initially complete content review.
   (see Page 3: CONTENT REVIEW PROCESS)

3. For prerequisites requiring data collection and analysis, content review must be approved by the Curriculum Committee prior to initiating research.

   (see Page 6: RESEARCH TO ESTABLISH PREREQUISITES/COREQUISITES)

4. Complete any additional required levels of scrutiny, using appropriate documentation.

   (see Pages 7-11:REQUIRED FORMS)

5. Present all required documentation to Curriculum Committee for approval.

LEVELS OF SCRUTINY REQUIRED FOR PREREQUISITES/COREQUISITES

Summary

Prerequisite/Corequisite Type	Level(s) of Scrutiny Required	Example
a. Course in a sequence in a discipline	Content review	English 1A for English 1B
b. Course for vocational discipline	Content review	Drafting technology 50 for Engineering Tech 11
c. Course out of discipline (Not English or Math skills)	Content review + Equivalent at 3 UC/CSU	Physics 4B for Engineering 35
d. Course or eligibility for course out of discipline (English or Math skills)	Content review + Data collection & analysis	Math 2 for Physics 4A Eligibility for Eng 1A for Pol Sci 2
e. Assessment process (For use within same discipline sequence)	Content review + Test approved by CO + Validated cut-off scores + Multiple Measures + Disproportionate impact study	English 100 or assessment process for English 1A
f. Assessment process (For use outside the Assessment Skill area)	All information shown in Level(s) of Scrutiny Required category (e) + Data collection & analysis	Eng 100 or assessment process for History 5
g. Program Prerequisites	Establish for one required course in the program	Anatomy 1 for enrollment in the Nursing program
h. Health & safety	Content review for health & safety skills (not for "highly unlikely to succeed")	Health & safety explanation in Chemistry 1A
i. Non-course prerequisites (GPA, recency, etc.)	Content review + Data collection and analysis	2.5 GPA for enrollment in the Nursing Program
j. Advisories/recommended courses	Content review (not for "highly unlikely to succeed")	Strongly recommended: Math 65 for Biology 31
k. Imposed by Law or Contract	Determined by Governing Board	Fire Science 95 needs State Fire Fighter I Certificate
Other Limits on Enrollment:		
l. Performance courses	Other courses are available to meet degree/cert requirements + Disproportionate impact study	Casting subject to audition for Drama 30
m. Honors courses	Other sections/courses are available to meet degree/certificate requirements	ISLS 1A
n. Blocks of courses or sections (establishing a cohort)	Other sections/courses are available to meet degree/certificate requirements	PACE, Puente, EOPS

CONTENT REVIEW PROCESS

(Based on Design 23 in Matriculation Evaluation: Phase III, Local Research Options, California Community Colleges, June, 1992, Marty Dunlap, Butte College Assessment Coordinator, principal author. [Note: In the following discussion the term prerequisite applies to corequisite as well.])

The purpose of content review is to clarify the skills and concepts developed in a course, to identify possible gaps in skill development between a course and its prerequisite, and to assure smooth transition between the two courses.

The goal of content review is to establish entrance criteria for a course needing a prerequisite and to make a comparison with the exit criteria for the prerequisite course.

A course prerequisite represents a professional judgment by the institution's faculty that a student's ability to succeed in a particular outcome course is dependent on possessing certain abilities, skills, and/or knowledge prior to undertaking the course. In determining course objectives, various assumptions are made about the entering students' abilities, skills, and knowledge. The classification of these assumptions and the review of a prerequisite requires that a judgment procedure be undertaken.

STEP 1: Define entrance expectations in the outcome course.

A. Each instructor who teaches the outcome course should review the course outline, syllabus, texts and reading assignments, tests, and any other course materials used.

B. Each instructor should compile a list of "Entering Skills." For a prerequisite or corequisite, the Entering Skills are those without which, in the professional judgment of the instructor, the student is highly unlikely to succeed in the course. For an advisory on recommended preparation, the Entering Skills are those which, in the professional judgment of the instructor, will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course.

C. Those instructors who teach the course should then meet, discuss their Entering Skills lists, resolve any differences, and compile a final list by consensus. This list of skills can be documented in the course outline of record by including a section entitled "Prerequisite Skills" ("Upon entering the course the student should be able to...") or "Advisory Skills" ("Upon entering the course it is recommended that the student be able to....").

STEP 2: Identify means of obtaining abilities, skills and knowledge.

Once entrance expectations are clarified, the faculty should then suggest how the necessary abilities, skills, and knowledge can be obtained or assessed. Courses in the college's curriculum or assessment processes should be identified that provide the exit skills needed for the outcome course. For courses in the curriculum, these exit skills are listed in the "Student Outcomes" section of the course outline of record ("Upon completion of the course the student should be able to....").

STEP 3: Compare the exit skills for the prerequisite course and the entering skills for the outcome course.

A. To compare the exit skills of the prerequisite course with the entering skills of the outcome course, it is suggested that a matrix be formed with entering skills across the top and exit skills down the side. At the points where the two match, a notation can be made in the matrix. The faculty should then examine the matrix to determine if the entering skills are met by the prerequisite course. The question to be raised is, "Are the exit skills of the prerequisite course much lower, about the same, or much greater than the entering skills of the outcome course?"

B. If the entering skills of the outcome course are substantively the same as the exit skills for the prerequisite course, then the choice is a good one. If the prerequisite exit criterion are greater or more diverse than the entering expectations of the outcome course, the faculty should carefully consider whether requiring the course as a prerequisite is justified or if an alternative approach might be better.

C. If the exit skills do not clearly match the needs listed by the faculty of the outcome course, a discussion between the groups may be helpful. It may be that differing perceptions about the curriculum can be resolved, or that gaps which have been identified in the students preparation can be corrected by modifying the curriculum of either the prerequisite course or the outcome course.

D. Upon completion of the content review by the discipline faculty, the revised course outline of record containing the prerequisite skills section is submitted to the Curriculum Committee along with the matrix to facilitate their review of the process and approval of the recommended prerequisite.

PREREQUISITE SKILLS MATRIX

Entering Skills

Exit Skills	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

SAMPLE

Course Outline for Chemistry 1A
GENERAL COLLEGE
CHEMISTRY

Catalog Description:

Chemistry 1A - General College Chemistry 5 units

Introduction to atomic structure, bonding, stoichiometry, thermochemistry, gases, matter and energy, oxidation-reduction, chemical equations, liquids and solids, solutions, chemical energetics and equilibrium. The laboratory includes both quantitative and qualitative experiments. Prerequisite: Mathematics 55 or 55B; Chemistry 31 (all courses completed with a grade of C or higher) or appropriate skill level demonstrated through the Chemistry Placement Process; knowledge of safe laboratory procedure as demonstrated through completion of Chemistry 31 or the laboratory safety evaluation. 3 hours lecture, 6 hours laboratory.

Prerequisite Skills:

Mathematics: Before entering the course the student should be able to:

1. operate a scientific calculator, including +, -, x, ÷ exponential notation, log and antilogy (base 10 and base e), 1/x, square root of x,x^y;
2. find a root of power of any number;
3. add, subtract, multiply, and divide numbers in exponential notation;
4. take the log and antilogy of any number in either base 10 or base e;
5. perform chain calculations knowing the hierarchy of functions;
6. add, subtract, multiply, and divide fractions;
7. solve an algebraic equation for an unknown, including both first and second order equations (quadratic solution);
8. give a linear equation with two variables, recognize direct and inverse proportionalities;
9. give a statement of a problem, assign variables and construct an algebraic relationship among them;
10. give a set of data involving two variables, plot a graph of that data;
11. give a straight-line graph, calculate the slope of the line;
12. give a straight-line graph, write the equation relating the variables.

Chemistry: Before entering the course the student should be able to:

1. use the dimensional analysis (factor-label) method of problem solving;
2. recognize and correctly use significant figures for lab equipment readings and in chemical calculation;
3. use the metric system units and prefixes and do metric and English unit conversions;

Chemistry: Before entering the course the student should be able to: (continued)

4. give the symbols of the common elements, their position in the periodic table, their atomic structure, and structure of simple molecules (electron dot representation);
5. write formulas and give names for common salts, acids, and molecular compounds;
6. perform mole calculations up to and including limiting reactant stoichiometry problems;
7. use the gas laws and work gas law problems (PV=nRT);
8. recognize conductor and electrolyte types and write net ionic equations;
9. use standard lab procedures in a safe manner, including the gas burner, common glassware, common chemicals, the barometer, filtration, evaporation, and titration.

Health and Safety: Before entering the course the student should be able to:

1. know and follow self protection procedures;
2. know and follow basic laboratory safety rules; and
3. know and follow procedures for safe handling of chemicals and glassware.

More information is available in the handout "Laboratory Safety".

Expected Outcome for Students:

Upon completion of the course, the student should be able to:

1. solve problems involving the concepts listed under course content;
2. write short explanations describing various chemical phenomena studied;
3. write balanced chemical equations including net ionic equations;
4. write balanced chemical equations for oxidation-reduction reactions;
5. describe the different models of the atom;
6. use standard nomenclature and notation;
7. calculate enthalpies of reaction using bond energies;
8. describe hybridization, geometry and polarity for simple molecules;
9. draw Lewis dot structures for molecules and polyatomic ions;
10. describe the bonding in compounds and ions;
11. predict deviations from ideal behavior in real gases;
12. explain chemical and physical changes in terms of chemical energics and equilibrium;
13. describe the nature of solids, liquids, gases and phase changes;
14. describe metallic bonding and semiconductors;
15. define all concentration units for solutions and solve solution stoichiometry problems;

Expected Outcome for Students: (continued)

16. describe colligative properties of solutions;
17. collect and analyze scientific data, using statistical and graphical methods;
18. perform volumetric analyses;
19. use a barometer;
20. use a visible spectrophotometer;
21. perform gravimetric analysis.

Course Content:

1. Matter and energy
2. Chemical equations, including net ionic equations
3. Oxidation-reduction reactions
4. Nomenclature
5. S.I. and metric units
6. Stoichiometry
7. Atomic structure
8. Periodic law
9. Chemical bonding
   a. Lewis structures
   b. Molecular geometry
   c. Hybridization
   d. Molecular Orbital Theory
10. Thermochemistry
   a. Calorimetry
   b. Heats of Formation
   c. Hess' Law
   d. Bond energies
11. Gases
   a. Ideal
   b. Non-ideal
12. Chemical energetics and equilibrium
13. Liquids, solids and metallic bonding
14. Laboratory safety
15. Calorimetry experiment
16. Titration experiment
17. Gravimetric experiment

Methods of Presentation:

1. Lecture, informal with student questions encouraged.
2. Models, periodic tables, films, overlays.
3. Demonstrations.
4. Safety and proper respect for chemicals and scientific apparatus are constantly stressed.

Methods of Evaluating Student Progress:

1. Homework
2. Quizzes
3. Written lab reports based on departmentally approved experiments
4. Accuracy and precision of experimental laboratory results
5. Midterm examinations
6. Final examination
7. Written assignments will encourage critical thinking and writing skills by including essays which involve analytical reasoning.

Textbook(s) (Typical):

Chemistry, Steven S. Zumdahl, D.C. Heath Publishers, 1993

Special Student Materials:

1. Safety goggles approved for chemistry laboratory
2. Scientific calculator
3. Laboratory coat/apron (optional)

December 2, 1994
Bill Scroggins
a:Chem1A.D94(hps)

RESEARCH TO ESTABLISH PREREQUISITES/COREQUISITES

Summary

Purpose of research

To establish that students are "highly unlikely to succeed" in a course unless they have met the proposed prerequisite or corequisite.

Research Data Collection Procedures

1. Coordinate with the related Chabot or Las Positas College department
2. Complete content review and obtain its approval from Curriculum Committee
3. Choose one or two measures of student success:
   - Required: Final grade
   - Recommended: Instructor evaluation of student's preparedness for course
     Midterm grade
     Student evaluation of student's preparedness for course

4. Complete and submit research data collection request form to Institutional Research Office before beginning of semester in which data will be collected
   - Confirm content review and rationale for prerequisite/corequisite
   - List course sections for data collection and projected enrollment.
   - List proposed measure(s) of student success

5. Responsibilities of Institutional Research Office
   - Prioritize requests for research in a specific semester, if necessary
   - Provide forms for data collection of measures other than final grades
   - Obtain student data from computer files on presence of prerequisite/corequisite, assessment recommendation, and final grades.
   - Determine presence of minimum sample size for analysis
     Minimum of 100 total students, across sections or semesters
     Minimum of 20 students who have not met the prerequisite/corequisite recommended

Statistical Analysis Standards

Comparison of students with/without prerequisite or corequisite and students who are successful/not successful must demonstrate all of the following standards:
- Statistically significant difference between students with/without prerequisite
- Less than 33 percent of students without prerequisite are successful
- Students with prerequisite succeed in 2:1 ratio than students without prerequisite

For more information, see *Research Data Collection Procedures and Statistical Standards for Establishing the Necessity and Appropriateness of Prerequisites and Corequisites.*

UC/CSU PREREQUISITE/COREQUISITE JUSTIFICATION FORM

A prerequisite/corequisite in another discipline (other than English or Math) may be established provided that, in addition to the *Content Review*, three University of California or California State University campuses can be identified that offer the equivalent course with the equivalent prerequisite. This justification is intended for very common cases. Examples are standard science class prerequisites or standard foreign language classes. Any combination of University of California campuses and California State University campuses is acceptable to satisfy this requirement.

If you are having difficulty finding three CSU or UC courses that have the same courses and the same prerequisites, check with the College Articulation Officer or Technician; UC and CSU catalogs are located in the Transfer Center.

Required:

- Content review
- Three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite in order to demonstrate that, in fact, the prerequisite in question is a usual, customary, and reasonable one. Attach photocopies of the UC and/or CSU course descriptions from the respective catalogs.

CLPCCD Outcome Course: _____

CLPCCD Prerequisite Course: _____

	Three UC and/or CSU campuses:
	_____
	_____
	_____

Proposed by Discipline Faculty: _____ Date: _____

Division Dean/
Area Chair: _____ Date: _____

COMMUNICATION/COMPUTATION PREREQUISITE/COREQUISITE RESEARCH DATA COLLECTION REQUEST FORM

This research request form is required only for establishing communication (English 1A or below) and/or computation (Math 1 or below) prerequisites/corequisites for courses in other academic disciplines (e.g., Math 65 as a prerequisite for Economics 1A, Eligibility for English 1A as a prerequisite for History 7). This form must be completed by the faculty member initiating the request for research data collection to establish a prerequisite/corequisite for a course.

Approval of the research request must be obtained from the appropriate Division Dean/Area Chair and the College Curriculum Committee. Faculty members should review *Research Data Collection Procedures and Statistical Standards for Establishing the Necessity and Appropriateness of Prerequisites and Corequisites* before completing the research request form.

INSTRUCTIONAL DIVISION/AREA: _____

COURSE NAME/NUMBER: _____

PROPOSED PREREQUISITE: _____

PROPOSED COREQUISITE: _____
(Indicate exact language to be included in the course description printed in the College catalog and class schedule.)

FACULTY MEMBER INITIATING REQUEST: _____

ESTABLISHMENT OF PROPOSED PREREQUISITE/COREQUISITE HAS BEEN DISCUSSED WITH ALL AFFECTED FACULTY AT BOTH CHABOT AND LAS POSITAS:
YES ___ NO ___

STEP 1:

Complete content review analysis required for establishment of all prerequisites or corequisites.

STEP 2:

Indicate below specific course sections selected for data collection, and projected enrollment of course sections. This information will be used to determine adequacy of student sample size required for data analysis.

Course Section(s)	Term	Projected Enrollment

STEP 3 Select one of the student outcome measures listed below that you would like used for data collection and subsequent statistical analysis. Final grade outcome data will be included in all research designs; however, instructors are encouraged to select one additional student success outcome measure to be included in the research analysis.

_final grade only

Additional Student Outcome Measures:
_instructor evaluation ratings of students' level of preparedness or potential for success in the course
_midterm grade based on work completed
_student perceptions concerning level of preparedness or potential for success in the course

STEP 4 Meet with the appropriate division/area dean to discuss content review analysis and proposed prerequisite/corequisite research request.

Verification of Division/Area Approval:

_____
Division Dean/Area Chair Signature Date: _____

STEP 5 Present the required content review analysis to the College Curriculum Committee for approval.

Verification of Curriculum Committee Approval:

_____
Curriculum Committee Chair Signature Date: _____

STEP 6 Submit completed research data collection request form to the college institutional researcher for review. Institutional researcher will meet with faculty member to discuss research design and required data collection procedures.

Research Approval:

_____
Institutional Researcher Signature Date: _____

STEP 7 Submit the successfully completed research study to the Curriculum Committee for its approval.

HEALTH AND SAFETY PREREQUISITES/COREQUISITES FORM

A prerequisite/corequisite may be established provided that the course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety and that of others. The prerequisite consists of the necessary skills that the student must possess in order to protect his or her health and safety or that of others before entering the course. Content review for health & safety identifies the health and safety skills necessary for a student to enter a particular course rather than the skills or body of knowledge necessary for a student to succeed in the course. Disciplines should also review the applicable provisions of the Federal Government's Americans with Disabilities Act of 1990 in regard to any requirements that apply specifically to students with disabilities and the Federal Vocational Education provisions that relate to students with limited English skills.

Required:

- Content review for health and safety.
- Narrative description and justification for the co/prerequisite.

CLPCCD Outcome Course: _____

Description of health and safety pre/corequisite (type of course, test or program):
Justification:

Signatures must be obtained before submission to Curriculum Committee.

Proposed by Discipline Faculty: _____ Date: _____

Division Dean/
Area Chair: _____ Date: _____

LIMITATION ON ENROLLMENT JUSTIFICATION FORM

Enrollment in courses or blocks of courses may be limited based on performance, honors, or other performance based criteria. In these cases, there must be equivalent courses available to meet degree or certificate requirements.

Course Number(s):
Course Title(s):
Rationale for Limiting Enrollment:
Equivalent course(s) available to meet degree or certificate requirements:
Disproportionate impact in performance-based course If the limitation is based on performance, it must be determined during program review whether the limitation disproportionately keeps underrepresented students from enrolling in the course or block of courses. In this case, a plan must be adopted to remedy this disproportionate impact. Plan for study or remedy (and timelines):

Signatures must be obtained before submission to Curriculum Committee.

Proposed by Discipline Faculty: _____ Date: _____

Division Dean/
Area Chair: _____ Date: _____

ASSESSMENT PROCESS: DESCRIPTION AND DEFINITION

Definition of the Assessment Process means: The English, ESL, and mathematics placement process includes multiple measures which are designed to facilitate appropriate placement within the sequence of English, ESL, and mathematics classes.

Multiple measures assessment is broad in scope. No list of factors that may be included in a multiple measures assessment is exhaustive; however, some general categories and examples can be outlined. Student factors may include cognitive skills which may be inferred from test scores, GPA and transcripts; emotional well-being, motivational level and educational goals which may be elicited in an interview or self-reported; social factors, such as life experience, family responsibilities and social support for educational effort; economic factors, such as job demands and financial resources; and physical factors. Factors associated with the instructor, the institution, and the community can often interact with student factors to further indicate the potential for success in a given course. Several specific multiple measures that have been shown to predict success in English, ESL or mathematic courses are combined with test scores to produce a course recommendation that can be used with a prerequisite or corequisite.

Assessment Process: Catalog Description Language – When listing a course which has a prerequisite or requires a particular skill level through the placement process, note the wording which should state (e.g., Mathematics 1 .....) prerequisite: Mathematics 26 or 20 completed with a grade of "C" or higher, or an appropriate skill level demonstrated through the mathematics assessment process.

QUESTIONS & ANSWERS ABOUT PREREQUISITES

Q: ***We have prerequisites already. Why all the changes?***

A. Recent changes in Title 5 require that, if a course has a prerequisite, it must be necessary for success in the target course. Furthermore, we must ensure that the prerequisite is equitably and fairly enforced, and that it has been approved in a separate action by the Curriculum Committee.

Q: ***Can an instructor sign a student into his or her class without the student completing the course prerequisite?***

A: No. The purpose of prerequisite enforcement is to make sure students have the necessary background to be successful in the course. An instructor's signature to waive a prerequisite is in violation of Title 5 Regulations.

Q: ***What if I, as the course instructor, do not want the prerequisite enforced?***

A: Individual instructors cannot arbitrarily change prerequisites or enforce other enrollment standards that are different than those approved by the department and the Curriculum Committee. Title 5 requires uniformity among sections of the same course.

Q: ***What if a student wants to "waive" the prerequisite?***

A: WAIVERS ARE NO LONGER ALLOWED. If the course has an approved prerequisite, it must be enforced.

Q: ***Can a student challenge a prerequisite?***

A: Yes. Title 5 also stipulates that while prerequisites are to be enforced, students have the right to challenge prerequisites based on certain grounds.

Q: ***On what grounds can a student file a challenge?***

A: The student can **challenge** the prerequisite on one or more of 5 grounds: (1) the prerequisite approval did not follow district policy; (2) it is not necessary for success in the course; (3) it is discriminatory; (4) the prerequisite course has not been made readily available and/or (5) the student has the knowledge or skills to be successful in the course.

Q: ***How does the student file a challenge of a prerequisite?***

A: The student obtains a "Prerequisite Challenge Form" from the Office of Matriculation and Academic Standards which will help the student assess whether he or she will benefit from the challenge process. If the student elects to challenge, the Office of Matriculation and Academic Standards will assist with the balance of the process.

Q & A (continued)

Q: ***Does filing a challenge guarantee a seat in the class?***

A: No! Once the student files a challenge, he or she is eligible to register in the course and should do so immediately. If the student delays enrollment or if the desired section or course is closed, he or she must find another course section or wait until next semester. If the challenge is approved, the student is allowed to remain in the class; if it is denied, the student will be dropped from the class.

Q: ***Is there a timeline for processing challenges?***

A: Yes. The challenge must be acted upon no later than five working days after the student submits it to the Office of Matriculation and Academic Standards. If the process takes longer, the student is allowed to stay in the class.

Q: ***Will prerequisites impact course enrollment?***

A: Yes. If the student has not satisfactorily completed the prerequisite, he or she will not be allowed to enroll in the course. Present practices allow students to enroll regardless of whether or not the prerequisite has been completed; therefore, you may see a reduction in your enrollment if you have an enforceable prerequisite.

Q: ***If a course has a prerequisite, and my department doesn't want to enforce it, what can we do?***

A: If the faculty in the department want to change any prerequisite, corequisite or advisory, they must work collaboratively with the Curriculum Committee and the Office of Institutional Research. Final approval is made by the Curriculum Committee.

Q: ***What is an <u>enforceable</u> prerequisite?***

A: An enforceable prerequisite is one that enhances a student's chances of success in the target course. THE TEST FOR THE NECESSITY OF THAT PREREQUISITE IS – WILL THE STUDENT BE HIGHLY UNLIKELY TO SUCCEED WITHOUT IT? If faculty demonstrate through analysis of course content and/or research documentation that success is related to the prerequisite, then the prerequisite is necessary. If students can succeed without the prerequisite, then it is not a valid prerequisite and cannot be enforced.

Additional copies of:

Establishing Prerequisites and Corequisites:
A Guide for Departments

are available from:

Office of Matriculation/Academic Standards
CHABOT COLLEGE
25555 Hesperian Boulevard
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(510) 786-6605

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